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| **Teacher: Archer Elem.** | | | **Grade: 3rd** | | | **Date(s)**: Day 6 |
| **Unit Title:**  Planning a Family Reunion | | | | **Corresponding Unit Task: Prior to Task 1** | | |
| **Essential Question(s): How does understanding place value help me add and subtract numbers?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Overhead  Place value blocks | | **Student:**  **Place value chart**  **Place value blocks** | | | **Add addend addition compose/decompose**  **Difference place value (ones, tens, hundreds)**  **Strategies subtract sum subtraction** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x 1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  x 6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning.  x | **Common Core State Standards: 3 NBT 2 Fluently add subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.** | | | | | |
| **I Can Statement(s):I can count, read, and write whole numbers to 1,000.**  **I can identify place value for each digit.**  **I can add and subtract whole numbers from 0 to 1,000.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Students will view the Envision Interactive Video – Animations for Topic 1 lesson 1. | | | | | |
| **Teacher Directed: Teacher poses 2 word problems: There were 379 people at Wet and Wild water park. One hundred sixty-eight were children. How many were adults?**  **Teacher demonstrates how to solve the problem using a place value chart and place value blocks. 2nd problem – On Thursday there were 412 boys and 336 girls at Carowinds. How many children were at Carowinds on Thurdsday? After first cycle of guided practice, teacher will demonstrate how to solve the problem without using the blocks.** | | | | | |
| **Guided Practice: Working in small groups, students will then use their own place value chart and blocks to solve similar problems posed by the teacher. Groups will share the strategies they used to solve the problems.** | | | | | |
| **Independent Practice: Student will solve pre-programmed problems at stations. (We have these from EOG test maker.)** | | | | | |
| **Closing/Summarizing Strategy: Teacher picks one extension problem written by a student and has the student explain how to solve.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Given 2 3 digit numbers students write problems that require addition/subtraction. | | | Students solve 2 digit word problems using addition/subtraction. | | | Students will work with a partner to solve |
| **Assessment(s):** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |